



 **south dakota**
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Monthly Special Education Director Call

Special Education Programs
November 17, 2020

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NAEP in South Dakota

NAEP 2021 SPED Directors

Jennifer Tschetter, South Dakota NAEP State Coordinator

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What we will cover...

- Overview of NAEP
 - NAEP Inclusion
 - State NAEP Inclusion Policies
 - NAEP State Coordinator (NSC) process for monitoring exclusions
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South Dakota NAEP Process

- NAEP- National Assessment of Educational Progress
 - Federally-mandated every two years
 - Grade 4 and 8 Mathematics and Reading
 - Schools are sampled, then students sampled from the selected schools
 - Schools have opportunities to identify students that are not eligible for NAEP, the DOE monitors those exclusions
 - Schools have opportunities to select available accommodations for students on IEPs
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South Dakota NAEP Results

- South Dakota Snapshot Reports
- 2019 Grade 4 and 8 Mathematics
- 2019 Grade 4 and 8 Reading

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NAEP 2019 Student Group Results: Comparison of South Dakota to the Nation (NP)

| | | Grade 4 | | | Grade 8 | | |
|-------------|----------------------------|-----------------------------------|-----------------------------------|----------------------|-----------------------------------|-----------------------------------|-----------------------|
| | | 2019 SD Average Scale Score | 2019 NP Average Scale Score | SD Compared to NP | 2019 SD Average Scale Score | 2019 NP Average Scale Score | SD Compared to NP* |
| Reading | All | 222 | 219 | ↑ | 263 | 262 | = |
| | White | 228 | 229 | = | 268 | 271 | ↓ |
| | Black | 205 | 203 | = | † | 244 | |
| | Hispanic | 202 | 208 | = | 252 | 251 | = |
| | NSLP ¹ Eligible | 208 | 207 | = | 248 | 249 | = |
| Mathematics | All | 241 | 240 | = | 287 | 281 | ↑ |
| | White | 248 | 249 | = | 294* | 291 | ↑ |
| | Black | 222 | 224 | = | † | 259 | |
| | Hispanic | 227 | 231 | = | 270 | 268 | = |
| | NSLP ¹ Eligible | 226 | 229 | = | 270 | 266 | = |

NSLP¹ - NSLP is the National School Lunch Program. Eligibility is used as a proxy for measuring poverty.

* An arrow is used when the difference between the scores is statistically significant.

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NAEP Inclusion



- Important to emphasize the inclusion of students with disabilities (SD) and English language learners (ELL) in NAEP
- NAEP inclusion rates are used by other areas of the U.S. Department of Education to evaluate states
- The Complete SD/ELL Student Information section on MyNAEP must be accurately completed by the schools

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Students with Disabilities



- Who can be excluded?
 - Students who participate in the Multi-State Alternate Assessment (MSAA) may be excluded from NAEP
- All other SD should participate with or without NAEP allowed or provided accommodations
- Who can receive accommodations?
 - Only students on an Individualized Education Plan (IEP) or Section 504 Plan who need accommodations to be tested

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Available Accommodations: Mathematics



| SD Accommodations: Math | Grade 4 | Grade 8 | Grade 12 |
|---|-------------------------------------|-------------------------------------|----------|
| Zooming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Individual Testing Experience | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Directions Read Aloud/Text-to-Speech (English) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Directions Explained/Clarified | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Read Aloud/Text-to-Speech (English) - Occasional or Most or All | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Use a Computer/Tablet to Respond | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Color Theming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Scratchwork/Highlighter Capability | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Elimination Capability | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Volume Adjustment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Closed Captioning | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Scratch Paper | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Extended Time | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Magnification | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Low Mobility Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |

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Available Accommodations: Mathematics



| | | | |
|--|-------------------------------------|-------------------------------------|-----|
| Calculator Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Hearing Impaired Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| High Contrast for Visually Impaired Students | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Breaks During Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Separate Location | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Familiar Person Present in Testing Room | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Uses Template | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Special Equipment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Preferential Seating | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Cueing to Stay on Task | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Scribe | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Directions Only Presented in Sign Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Presentation in Sign Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Response in Sign Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Braille Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Other (specify) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |

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Available Accommodations: Reading



| SD Accommodations: Reading | Grade 4 | Grade 8 | Grade 12 |
|--|-------------------------------------|-------------------------------------|----------|
| Zooming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Individual Testing Experience | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Directions Read Aloud/Text-to-Speech (English) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Directions Explained/Clarified | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Use a Computer/Tablet to Respond | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Color Theming | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Scratchwork/Highlighter Capability | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Elimination Capability | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Volume Adjustment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Closed Captioning | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Scratch Paper | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Extended Time | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Magnification | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Low Mobility Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Hearing Impaired Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |

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Available Accommodations: Reading



| | | | |
|--|-------------------------------------|-------------------------------------|-----|
| Hearing Impaired Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| High Contrast for Visually Impaired Students | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Breaks During Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Separate Location | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Familiar Person Present in Testing Room | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Uses Template | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Special Equipment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Preferential Seating | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Cueing to Stay on Task | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Scribe | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Directions Only Presented in Sign Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Response in Sign Language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Braille Version of the Test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |
| Other (specify) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | N/A |

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Uses Templates as an Accommodation



- Different for NAEP than for the state assessment
- Described for NAEP as:
 - Color overlay
 - Masking (such as a cut out to mask some of the information until needed)
 - Line reader (outside of the system so students can track where they are reading)
- What is NOT meant by templates
 - Venn Diagrams
 - KWL charts
 - Other graphic organizers

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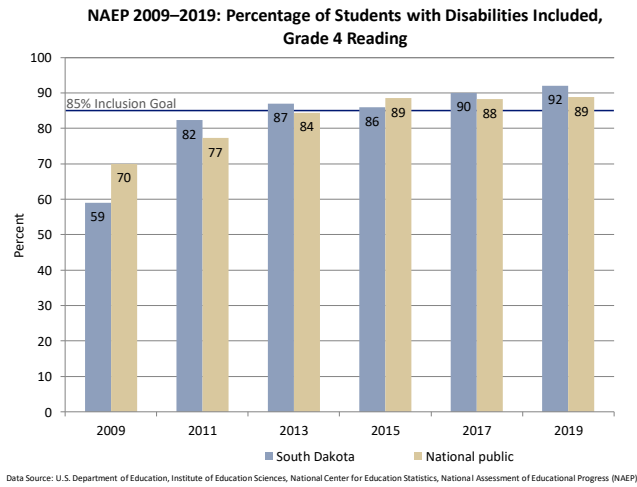
Inclusion Reporting Goals



- Reported for the first time in the NAEP 2011 report cards
- Three inclusion rates are reported and the goal is to include at least:
 - 95% of all students
 - 85% of SD
 - 85% of ELL
- States that do not meet the goals are identified in the Nations Report Card

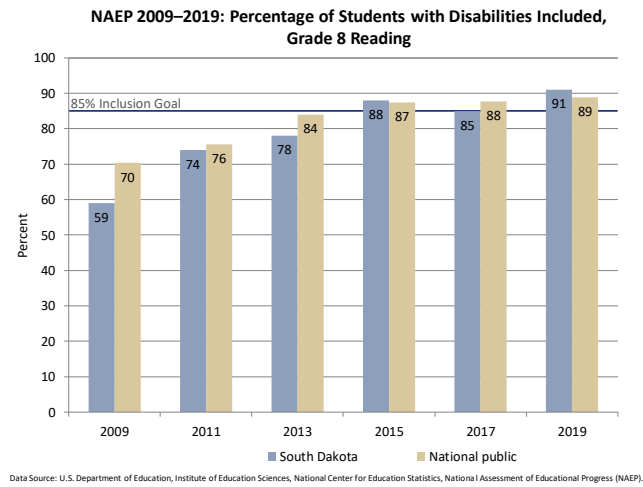
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DBA Accommodations for Students with Disabilities (SD)



- South Dakota does not allow the following NAEP DBA accommodations for Students with Disabilities (SD)
 - All accommodations are allowed

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NAEP State Coordinator Process for Monitoring Exclusions



- Monitor and contact schools with questionable exclusions
- For schools that reconsider and decide to include excluded students, the NAEP State Coordinator will:
 - Ask the school coordinator (SC) to make the update in MyNAEP

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Questions/Comments



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Find out more



- Visit NAEP: <http://nationsreportcard.gov>

- Follow NAEP:



- Jennifer Tschetter
 - South Dakota NAEP State Coordinator
 - (605) 295-7304
 - Jennifer.Tschetter@state.sd.us
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Effective Practices

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November Behavior Tip: Lack of Motivation?

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Overwhelmed looks like Unmotivated

When the end goal seems out of reach, starting can seem impossible.



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1. What's the relationship like?
2. How is this relevant to the student?
3. What's their resilience level?

What Can We Do?

• <https://whytry.org>

1. Foster the relationship
2. Connect the work with something relevant
3. Teach resilience
4. Ask why they are behind
5. Split up the work
6. Lighten the workload!
7. Use visuals for tracking progress
8. Stop giving more work
9. Reinforce progress
10. Reinforce effort
11. Engage with music

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IEP Quality Website Tip of the Month

Components of Annual Goals: Conditions

Conditions are the context in which the student is to demonstrate the skill.

- **Conditions ensure that the implementation and assessment of the goals are done consistently and are replicable.** They include things such as:
 - The materials being used
 - However, try to avoid referencing a specific curriculum or program. Condition statements may include things such as the curricular area and/or grade-level of materials that will be used *in general terms*
 - The circumstances, such as:
 - Place (e.g. In the Social Worker's office, in a small group, on the playground)
 - Time of day
 - The supports provided to the student

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IEP Quality Website Tip of the Month

Components of Annual Goals: Conditions

- Conditions may start with words and phrases such as:
 - Given...
 - Using...
 - When provided with...
 - While (in a group of two or more other peers)...
 - After...
 - In the context of...

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IEP Quality Website Tip of the Month

Components of Annual Goals: Conditions



Also, as discussed in September, the initial **CONDITIONS** components of a goal are often an important part of what makes a *behavior* observable and measurable because they establish the specifics regarding the demonstrated skill:

For example:

- *When presented with a grade-level mathematical word problem that contains extraneous information and a list of commonly used mathematical terms,* Marcus will be able to determine which information is relevant to solving the problem by underlining the relevant information in 8 out of 10 consecutive trials.
- *When provided with a set of a variety of up to 20 tangible objects familiar to him (e.g. pennies, blocks, counters) and given a number from 1-20,* Sean will count out that many objects with accuracy and without prompting in 4/5 attempts.
- *In classroom settings when a teacher asks Diego if he needs assistance or redirects him back on task,* Diego will use appropriate language (e.g., "Yes, Ma'am, Okay, Where do you want me to start?") and volume similar to the peers in his class to respond to the teacher for 80-100% of opportunities within an observed class period.

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IEP Quality Website Tip of the Month



Information at: <https://sd.iepq.org>

Welcome, teacher [logout](#)

search the IEP-Q site: [go](#)

home | toolbox | student scenarios | resource library | myIEP-Q | sddoe | help

Home > Measurable Annual Goal

Measurable Annual Goal

Goal Assistants

Academic Goal Assistant | Functional Goal Assistant | Transition Goal Assistant

With these Goal Assistants, you can start with a student's deficit areas and grade level and write annual measurable goals and objectives that will be aligned to State Standards and contain the 3 components of a well-written goal/objective (see below). They are designed to assist in ensuring best access to the general education curriculum, while still addressing a child's individual needs.

Before writing goals, consider the selected standard's components

Many standards, particularly those that have been recently adopted, contain

Toolbox

Goals Test Questions (PDF) [Download](#)

Bloom's Revised Taxonomy [Download](#)

IEP Quick Reference Sheet (Word) [Download](#)

Excel Goals Database [Download](#)

Examples

Goals and Objectives/Benchmarks

Consideration of Standards

Measurable Annual Goal

Academic Goals

Functional Goals

Transition Goals

Procedure Codes / Reporting to Parents

Email Brandi Gerry
brandi.Gerry@state.sd.us
for access to IEPQ.

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Accommodations

What in TIDE (Test Information Distribution Engine) needs to be enabled at state level?

- Non-embedded accommodations such as: scribe, multiplication table, abacus, others (see TSA-Tools Supports and Accommodations for more)
 - Email to Beth.Schultz@state.sd.us with name or State ID and what student needs
- Reading passages aloud for ELA (both text-to-speech and read aloud)
 - Reading Passages document sent or emailed
- Permissive mode – for devices that may be needed outside of the testing platform
 - Email with name and/or State ID and what student needs & why
- Print on Demand
 - Document needed
- Give at least a week to be enabled
 - Email sent once completed

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Transition Planning Tip: Course of Study

- Plan of:
 - what the student needs to complete HS
 - wants to take while in HS
 - a map of what classes student WANTS to take
- Can be changed when needed
- Should assist student in reaching measurable postsecondary goals (MPSG)
- Resources:
 - Technical Assistance Guide for Transition in the IEP - <https://tslp.org/>
 - IEP: A Technical Assistance Guide - <https://doe.sd.gov/sped/documents/>



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Accountability

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Beware of Repeat Annual Goals – IEP Must Address Lack of Progress

- **Case name:** *Downingtown Area Sch. Dist. v. G.W.*, 77 IDELR 155 (E.D. Pa. 2020).

- If a student is not making progress, the IEP team needs to discuss why and if additional or different services are needed.
- By IEP team not addressing lack of progress in light of student circumstances may result in denial of FAPE.



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Free Accommodation Training for All Teachers

Developed by IRIS Center
<https://iris.peabody.vanderbilt.edu/>

Accommodation: Instructional and Testing Supports for Students with Disabilities.

Objectives of Training:

- Distinguish accommodations from modifications and instructional strategies/interventions
- Describe how instructional and testing accommodations help students with disabilities gain access to the general education curriculum and to assessments
- Understand the responsibilities of the IEP team, including the role of teachers, for making accommodation decisions for students with disabilities
- Select appropriate accommodations that address barriers presented by a student's disabilities and take into account her or his learning goals
- Identify how teachers can ensure that students receive the greatest (maximum) benefit from accommodations
- Use objective data to determine an accommodation's effectiveness

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PPWN Consent – C: Description of Evaluations

- PPWN A,B,C, and D explain why the team/district made the decision.
- Letter C on the PPWN Consent should discuss what existing data the team reviewed to determine evaluation plan.
- Do not document what areas the district will be conducting evaluations in. This is identified on the front page.

Explanation of Action Proposed or Refused: (Must address each section below)

- Explanation of why the district proposed or refused to take the action:
- Description of other options that the IEP team considered and the reasons why those options were rejected
- Description of each evaluation procedure, assessment record or report the district used as a basis for the proposed or refused action:
- Description of other factors that are relevant to district's proposal or refusal

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Original Placement Categories

School Age 6-21

- 0100 – General Classroom w/Modifications 80-100%
- 0110 – Resource Room 40-79%
- 0120 – Self Contained Classroom 0-39%
- 0130 – Separate Day School
- 0140 – Residential Facility
- 0150 – Home/Hospital Program

Preschool Age 3-5

- 0310 – EC 10 hours +, services in Reg EC
- 0315 – EC 10 hours +, services in other location
- 0325 – EC less than 10 hours, services in Reg EC
- 0330 – EC less than 10 hours, services in other location
- 0335 – Special Education Class
- 0345 – Separate School
- 0355 – Residential Facility

If you need more details visits
<https://doe.sd.gov/ofm/documents/19-SEDataRp.pdf>

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New - Placement Categories

School Age 6-21 and 5-year olds enrolled in Junior Kindergarten and Kindergarten

- 0100 – General Classroom w/Modifications 80-100%
- 0110 – Resource Room 40-79%
- 0120 – Self Contained Classroom 0-39%
- 0130 – Separate Day School
- 0140 – Residential Facility
- 0150 – Home/Hospital Program

Preschool Age 3-5 (Except 5-year olds in Junior Kindergarten and Kindergarten-use 0100 Codes)

- 0310 – EC 10 hours +, services in Reg EC
- 0315 – EC 10 hours +, services in other location
- 0325 – EC less than 10 hours, services in Reg EC
- 0330 – EC less than 10 hours, services in other location
- 0335 – Special Education Class
- 0345 – Separate School
- 0355 – Residential Facility

- If you need more details visits
- <https://doe.sd.gov/ofm/documents/19-SEDataRp.pdf>

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Five Years Old in Kindergarten Placement

- The new requirement is that all 5-year-old students in kindergarten are placed in the 100s category.
- The key words are FIVE AND KINDERGARTEN.
- **They can be enrolled in Junior or regular KINDERGARTEN.**

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Five-Year-Old in Kindergarten Placement –Infinite Campus Issue

| A | B | C | D | E | F | G | H | I | J | K | L |
|----|---------------|----------------|-----------|----------------------|--------|----------------------|------------|-----|-------|---------|---------------------|
| 1 | District_Name | School_Name | State_ID | Student_Name | Gender | State_Race_Ethnicity | Birthdate | Age | Grade | Flagged | Special_EsOccupatio |
| 2 | SomeWhereNSD | LevelyLearning | 185205018 | Someone Here | F | WH | 04/02/2011 | 9 | 4 | 0 | 100 |
| 3 | SomeWhereNSD | LevelyLearning | 185205018 | Another Student Name | M | WH | 08/04/2013 | 7 | 1 | 0 | 100 |
| 4 | SomeWhereNSD | LevelyLearning | 185205018 | John DOE | M | WH | 09/22/2015 | 5 | KG | 1 | 100 |
| 5 | SomeWhereNSD | LevelyLearning | 170280015 | MaryMary | M | WH | 06/20/2012 | 8 | 3 | 0 | 110 |
| 6 | SomeWhereNSD | LevelyLearning | 183858637 | Becker, Pepper | M | WH | 09/04/2013 | 7 | 1 | 0 | 110 |
| 7 | SomeWhereNSD | LevelyLearning | 154296721 | Student Name1 | M | WH | 07/23/2009 | 11 | 5 | 0 | 100 |
| 8 | SomeWhereNSD | LevelyLearning | 148598081 | Student Name2 | M | WH | 02/07/2011 | 9 | 4 | 0 | 110 |
| 9 | SomeWhereNSD | LevelyLearning | 156992303 | Student Name3 | M | WH | 05/08/2011 | 9 | 4 | 0 | 100 |
| 10 | SomeWhereNSD | LevelyLearning | 195453845 | Student Name4 | F | BL | 03/22/2011 | 9 | 4 | 0 | 110 |
| 11 | SomeWhereNSD | LevelyLearning | 198115135 | Student Name5 | F | WH | 12/01/2013 | 7 | 1 | 0 | 100 |
| 12 | SomeWhereNSD | LevelyLearning | 174450694 | Student Name6 | M | HI | 06/09/2014 | 6 | KG | 0 | 100 |
| 13 | SomeWhereNSD | LevelyLearning | 175282388 | Student Name7 | M | WH | 12/15/2011 | 8 | 3 | 0 | 100 |
| 14 | SomeWhereNSD | LevelyLearning | 181939281 | Student Name8 | F | HI | 08/22/2014 | 6 | KG | 4 | 0 |
| 15 | SomeWhereNSD | LevelyLearning | 179440214 | Student Name9 | M | WH | 03/11/2013 | 7 | 2 | 0 | 100 |
| 16 | SomeWhereNSD | LevelyLearning | 156472044 | Student Name10 | M | WH | 09/23/2009 | 11 | 5 | 0 | 100 |
| 17 | SomeWhereNSD | LevelyLearning | 186550678 | Student Name11 | F | WH | 11/05/2014 | 6 | KG | 0 | 100 |
| 18 | SomeWhereNSD | LevelyLearning | 178725082 | Student Name12 | M | WH | 12/04/2014 | 5 | KG | 1 | 100 |
| 19 | SomeWhereNSD | LevelyLearning | 19894985 | Student Name13 | M | WH | 06/21/2011 | 9 | 4 | 0 | 100 |
| 20 | SomeWhereNSD | LevelyLearning | 198700373 | Student Name14 | M | WH | 06/23/2013 | 7 | 1 | 0 | 100 |
| 21 | SomeWhereNSD | LevelyLearning | 166390649 | Student Name15 | F | WH | 10/24/2013 | 7 | 1 | 0 | 100 |
| 22 | SomeWhereNSD | LevelyLearning | 153211625 | Student Name16 | F | WH | 02/02/2012 | 8 | 3 | 0 | 110 |
| 23 | SomeWhereNSD | LevelyLearning | 153212283 | Student Name17 | M | TR | 02/02/2010 | 10 | 5 | 0 | 100 |
| 24 | SomeWhereNSD | LevelyLearning | 175981813 | Student Name18 | M | WH | 06/10/2013 | 7 | 2 | 0 | 100 |
| 25 | SomeWhereNSD | LevelyLearning | 12828876 | Student Name19 | M | WH | 01/19/2010 | 10 | 5 | 0 | 100 |
| 26 | SomeWhereNSD | LevelyLearning | 148056797 | Student Name20 | M | WH | 09/08/2009 | 11 | 5 | 0 | 100 |
| 27 | SomeWhereNSD | LevelyLearning | 163453650 | Student Name21 | M | WH | 10/12/2014 | 6 | KG | 0 | 100 |
| 28 | SomeWhereNSD | LevelyLearning | 186690671 | Student Name22 | F | WH | 04/02/2012 | 8 | 3 | 0 | 100 |
| 29 | SomeWhereNSD | LevelyLearning | 169189200 | Student Name23 | M | TR | 12/09/2010 | 9 | 4 | 0 | 100 |
| 30 | SomeWhereNSD | LevelyLearning | 130313843 | Student Name24 | M | WH | 09/14/2010 | 10 | 4 | 0 | 100 |
| 31 | SomeWhereNSD | LevelyLearning | 19586403 | Student Name25 | F | WH | 02/08/2014 | 6 | 1 | 0 | 100 |
| 32 | SomeWhereNSD | LevelyLearning | 172955228 | Student Name26 | F | TR | 03/20/2013 | 7 | 2 | 0 | 100 |
| 33 | SomeWhereNSD | LevelyLearning | 205456673 | Student Name27 | M | WH | 09/06/2009 | 11 | 5 | 0 | 100 |
| 34 | SomeWhereNSD | LevelyLearning | 20479171 | Student Name28 | M | WH | 10/06/2011 | 9 | 3 | 0 | 100 |
| 35 | SomeWhereNSD | LevelyLearning | 142178219 | Student Name29 | M | WH | 11/04/2011 | 9 | 3 | 0 | 110 |

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Five-Year-Old in Kindergarten Placement –Removing Flag

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|----|---------------|----------------|-----------|----------------------|--------|----------------------|------------|-----|-------|---------|---------------------|------------|-----------|-----------|
| 1 | District_Name | School_Name | State_ID | Student_Name | Gender | State_Race_Ethnicity | Birthdate | Age | Grade | Flagged | Special_EsOccupatio | Physical_3 | Psycholog | Counselor |
| 2 | SomeWhereNSD | LevelyLearning | 185205018 | Someone Here | F | WH | 04/02/2011 | 9 | 4 | 0 | 100 | | | |
| 3 | SomeWhereNSD | LevelyLearning | 185205018 | Another Student Name | M | WH | 08/04/2013 | 7 | 1 | 0 | 100 | | | |
| 4 | SomeWhereNSD | LevelyLearning | 185205018 | John DOE | M | WH | 09/22/2015 | 5 | KG | 1 | 100 | | | |
| 5 | SomeWhereNSD | LevelyLearning | 170280015 | MaryMary | M | WH | 06/20/2012 | 8 | 3 | 0 | 110 | | | |
| 6 | SomeWhereNSD | LevelyLearning | 183858637 | Becker, Pepper | M | WH | 09/04/2013 | 7 | 1 | 0 | 110 | | | |
| 7 | SomeWhereNSD | LevelyLearning | 154296721 | Student Name1 | M | WH | 07/23/2009 | 11 | 5 | 0 | 100 | | | |
| 8 | SomeWhereNSD | LevelyLearning | 148598081 | Student Name2 | M | WH | 02/07/2011 | 9 | 4 | 0 | 110 | | | |
| 9 | SomeWhereNSD | LevelyLearning | 156992303 | Student Name3 | M | WH | 05/08/2011 | 9 | 4 | 0 | 100 | | | |
| 10 | SomeWhereNSD | LevelyLearning | 195453845 | Student Name4 | F | BL | 03/22/2011 | 9 | 4 | 0 | 110 | | | |
| 11 | SomeWhereNSD | LevelyLearning | 198115135 | Student Name5 | F | WH | 12/01/2013 | 7 | 1 | 0 | 100 | | | |
| 12 | SomeWhereNSD | LevelyLearning | 174450694 | Student Name6 | M | HI | 06/09/2014 | 6 | KG | 0 | 100 | | | |
| 13 | SomeWhereNSD | LevelyLearning | 175282388 | Student Name7 | M | WH | 12/15/2011 | 8 | 3 | 0 | 100 | | | |
| 14 | SomeWhereNSD | LevelyLearning | 181939281 | Student Name8 | F | HI | 08/22/2014 | 6 | KG | 4 | 0 | | | |
| 15 | SomeWhereNSD | LevelyLearning | 179440214 | Student Name9 | M | WH | 03/11/2013 | 7 | 2 | 0 | 100 | | | |
| 16 | SomeWhereNSD | LevelyLearning | 156472044 | Student Name10 | M | WH | 09/23/2009 | 11 | 5 | 0 | 100 | | | |
| 17 | SomeWhereNSD | LevelyLearning | 186550678 | Student Name11 | F | WH | 11/05/2014 | 6 | KG | 0 | 100 | | | |
| 18 | SomeWhereNSD | LevelyLearning | 178725082 | Student Name12 | M | WH | 12/04/2014 | 5 | KG | 1 | 100 | | | |
| 19 | SomeWhereNSD | LevelyLearning | 19894985 | Student Name13 | M | WH | 06/21/2011 | 9 | 4 | 0 | 100 | | | |
| 20 | SomeWhereNSD | LevelyLearning | 198700373 | Student Name14 | M | WH | 06/23/2013 | 7 | 1 | 0 | 100 | | | |
| 21 | SomeWhereNSD | LevelyLearning | 166390649 | Student Name15 | F | WH | 10/24/2013 | 7 | 1 | 0 | 100 | | | |
| 22 | SomeWhereNSD | LevelyLearning | 153211625 | Student Name16 | F | WH | 02/02/2012 | 8 | 3 | 0 | 110 | | | |
| 23 | SomeWhereNSD | LevelyLearning | 153212283 | Student Name17 | M | TR | 02/02/2010 | 10 | 5 | 0 | 100 | | | |
| 24 | SomeWhereNSD | LevelyLearning | 175981813 | Student Name18 | M | WH | 06/10/2013 | 7 | 2 | 0 | 100 | | | |
| 25 | SomeWhereNSD | LevelyLearning | 12828876 | Student Name19 | M | WH | 01/19/2010 | 10 | 5 | 0 | 100 | | | |
| 26 | SomeWhereNSD | LevelyLearning | 148056797 | Student Name20 | M | WH | 09/08/2009 | 11 | 5 | 0 | 100 | | | |
| 27 | SomeWhereNSD | LevelyLearning | 163453650 | Student Name21 | M | WH | 10/12/2014 | 6 | KG | 0 | 100 | | | |
| 28 | SomeWhereNSD | LevelyLearning | 186690671 | Student Name22 | F | WH | 04/02/2012 | 8 | 3 | 0 | 100 | | | |
| 29 | SomeWhereNSD | LevelyLearning | 169189200 | Student Name23 | M | TR | 12/09/2010 | 9 | 4 | 0 | 100 | | | |
| 30 | SomeWhereNSD | LevelyLearning | 130313843 | Student Name24 | M | WH | 09/14/2010 | 10 | 4 | 0 | 100 | | | |
| 31 | SomeWhereNSD | LevelyLearning | 19586403 | Student Name25 | F | WH | 02/08/2014 | 6 | 1 | 0 | 100 | | | |
| 32 | SomeWhereNSD | LevelyLearning | 172955228 | Student Name26 | F | TR | 03/20/2013 | 7 | 2 | 0 | 100 | | | |
| 33 | SomeWhereNSD | LevelyLearning | 205456673 | Student Name27 | M | WH | 09/06/2009 | 11 | 5 | 0 | 100 | | | |
| 34 | SomeWhereNSD | LevelyLearning | 20479171 | Student Name28 | M | WH | 10/06/2011 | 9 | 3 | 0 | 100 | | | |
| 35 | SomeWhereNSD | LevelyLearning | 142178219 | Student Name29 | M | WH | 11/04/2011 | 9 | 3 | 0 | 110 | | | |

40

ChildCount

We recommend to keep the CSV(comma delimited) file format, instead of converting the file to an excel workbook.

↑ Downloads

ChildCount.State.11132020.082955

CSV (Comma delimited) (*.csv) ←

[More options...](#)

Five-Year-Old in Kindergarten Saving the Child Count File

41

Battelle Developmental Inventory (BDI) Data Manager and Infinite Campus (IC)

| Accurate Data Entered into BDI | Infinite Campus |
|--|--|
| <ul style="list-style-type: none"> Name <ol style="list-style-type: none"> Full legal name spelled correctly Matches name in IC Must be changed if legal name changes and documented within IC Birthdate <ol style="list-style-type: none"> Matches birthdate in IC A day vs. a month or several months Program Note <ol style="list-style-type: none"> Ensure the correct Program Note is entered once eligibility is determined. Use wording exactly as it is written <ol style="list-style-type: none"> https://doe.sd.gov/sped/documents/QA-Battelle.pdf Child ID # - Student State ID # | <ul style="list-style-type: none"> Name <ol style="list-style-type: none"> Provided by parent through enrollment and birth certificate Used as a cross reference with the BDI entry and exit data If name is changed ensure change within the BDI Data Manager Birthdate <ol style="list-style-type: none"> Provided through enrollment and birth certificate Used as a cross reference with the BDI to ensure accuracy Student State ID # - Eligibility determined – enter number into the BDI Data manager |

42



Mouse, Minnie

#076563525 DOB: 01/09/2000 Gender: F

**Ensure Student State ID #(SIMS)
and Child ID # match.**



| | | | |
|--------------|----------------------|-------------|----------------------|
| First Name:* | <input type="text"/> | Last Name:* | <input type="text"/> |
| Child ID:* | <input type="text"/> | DOB:* | <input type="text"/> |
| Gender:* | <input type="text"/> | Disability: | <input type="text"/> |

43

Indicator 8 Updates

- Reports for the 2019-2020 school year have been sent out. If you did not receive a report, please e-mail

Jessica.ahlers@state.sd.us

- This report is not a public report and should be used for internal purposes only.

44

Indicator 8 Updates

- Please ensure parents are filling the surveys out!
- The average state response rate for 2019-2020 was 30.00%, with a parent involvement percentage at 87.74%.
- Reminder: If your district is under a 10% response rate, a Corrective Action Plan will be issued.
- Indicator 8 online survey link:
<https://www.surveymoz.com/s3/5697751/SDi8>
 Click on language in upper right-hand corner for Spanish or English versions

45

Miscellaneous

46



Battelle Developmental Inventory III (BDI-3) Transition: Informational Webinar

This session will focus on the logistics of transitioning from BDI-2 to BDI-3, district subscriptions and kits, training, and resources available.

When: Monday, November 23rd

Time: 4pm CT/ 3pm MT

Who should attend: Special Education Directors, early childhood evaluators, BDI data entry managers, and therapists who will evaluate children using the BDI-3.

**** Registration is required**

Register at:

<https://southdakota.gosignmeup.com/Public/Course/Browse>

47

YLF (Youth Leadership Forum)

- Applications available at:
<https://tslp.org/events/>
 - Due Dec 12, 2020
- For more information: Contact your regional TSLP representative
 - Western Region: Dave Halverson - dhalverson@bhssc.tie.net
 - Central Region: Dan Rounds - drounds@tie.net
 - South Central Region: Jennifer Anatra - janatra@bhssc.org
 - North Central Region: Cindy Kirschman - cindy.kirschman@state.sd.us
 - South Eastern Region: Bev Peterson - bev.peterson@state.sd.us



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Sped Program for students age 18-21 (Grant Opportunity)

- Department of Human Services/Division of Rehabilitation Services
 - to assist with costs to establish or expand transition programs for students age 18-21
- Schedule of Activities
 - Letter of Intent to Respond – Nov 16, 2020
 - Responses to Offeror Questions – Nov 23, 2020
 - Proposal Submission – Dec 21, 2020
 - Oral Presentation/discussions (if required) – Dec 21, 2020
 - Anticipated Award Decision/Contract Negotiation – Jan 11, 2021
- Last year 4 programs approved
 - East Dakota Educational Cooperative – Kristy Jackson
 - Harrisburg School District – Dr. Michael Amolins
 - Huron School District – Amanda Katzenberger
 - Mitchell School District – Tracy Christensen
- Contact Beth.Schultz@state.sd.us for a copy of the RFP or find it on the [Office of Procurement Management](#) website (Students with Disabilities (RFP #2093))

49

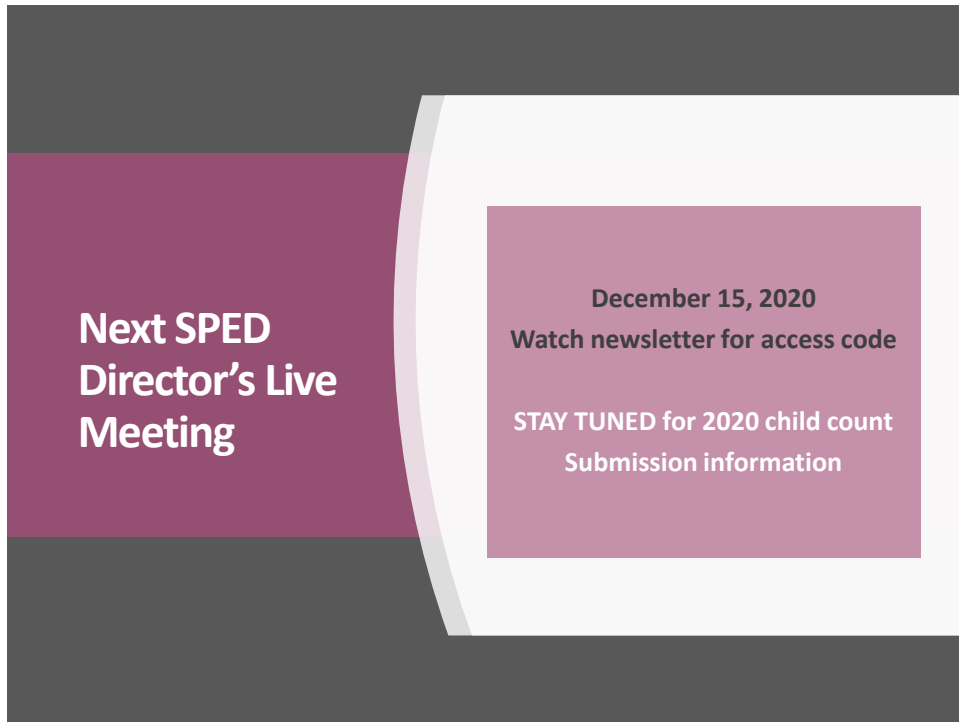
American Education Week: November 16-20, 2020

- Thank you to all educators working hard to provide a safe learning and teaching environment for all.



<https://media.giphy.com/media/3s6MJXteh1gx1K9zd/giphy.gif>

50

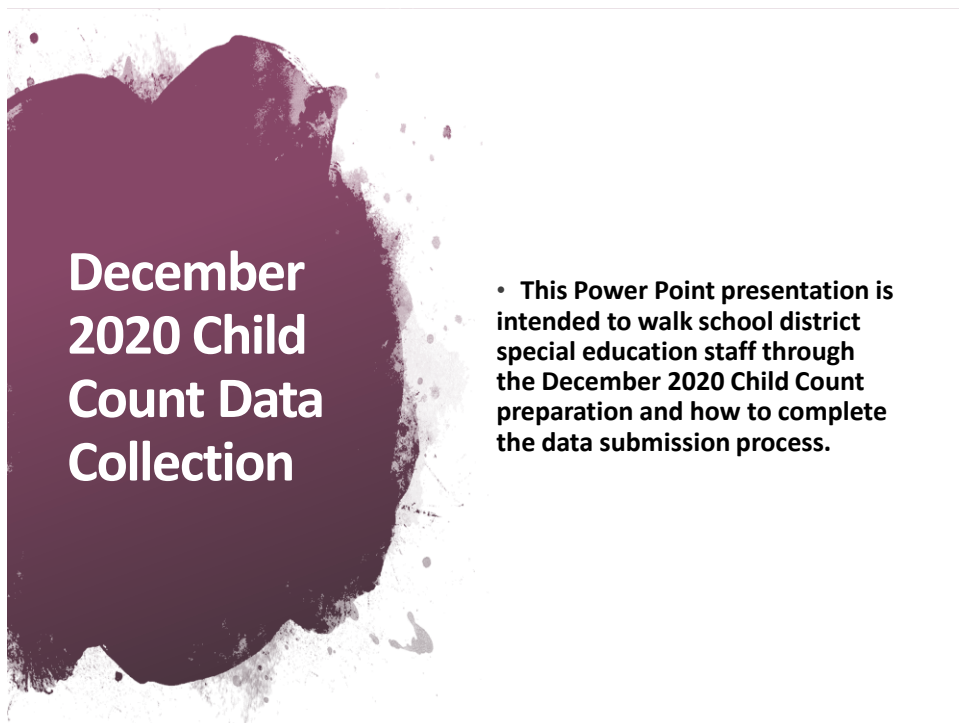


**Next SPED
Director's Live
Meeting**

December 15, 2020
Watch newsletter for access code

**STAY TUNED for 2020 child count
Submission information**

51



**December
2020 Child
Count Data
Collection**

- This Power Point presentation is intended to walk school district special education staff through the December 2020 Child Count preparation and how to complete the data submission process.

52

Child Count Preparation

- Run a preliminary child count report from Infinite Campus
 - Compare with last years report
 - Make sure all students are accounted for
 - Look at age compared to grade enrolled
 - Look at service hours for unusual increased times (related services are calculated by hours per week)
- Ensure all out of district student placements are in the sped out of district placement calendar
- Verify students who exited previous year were appropriately exited and didn't roll over this year
- Autism students (including multiple disabilities) have severity level identified

53

Child Count Preparation cont...

- Multiple Disabilities
 - Look to see if there are a lot of students with speech as one of the disabilities and consider whether it should be a related service instead
 - Are there a variety of disabilities or are the majority with the same multiple disability categories
- Discuss with teachers
 - Timelines leading up to Dec. 1st
 - Complete eligibility meetings and have IEP's implemented by November 30th, 2020.
 - Check to make sure all students on caseload are accounted for
 - Annual review completed timely
 - Students are not overdue for 3-year evaluation

54

Child Count Preparation cont...

- Child Count Flags
 - Age –
 - 3-5-year olds with 100 codes instead of 300
 - 5-year olds in *JK and KG should be 100 codes*
 - Disability Category
 - 570 (Developmental Delay) is only for students ages 3-5
- Business Manager
 - Verify billed expenses for placements are included on child count
- Complete eligibility meetings and have IEP's implemented by November 30th, 2020 due to Thanksgiving break

55

Submitting Child Count

- Access website: <https://doe.sd.gov/ofm/data-childcount.aspx>

Need District Login and Password (login same as last year - password was set by district). If password is forgotten or misplaced, contact DOE to have it reset.

- Extract data file from district's Infinite Campus, save to desktop or some other easy to access folder
 - Remember if uploading an excel file the worksheet name must be entered.
 - **If using an Excel data file please use a file with an extension of .xlsx.** Older versions of Excel will result in a failure to upload.
- Timeline for data submission: Dec. 1st thru Jan 15th
- Final certification: February 5th, 2021

56

From Infinite Campus you will need to run the below report and save as either a CSV or Excel file.

Year 15-16 School All Schools Calendar All Calendars

Index Search Help

SD December Child Count Report

SD December Child Count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on Dec 1 each year when Effective Date is null. If an Effective Date is entered, child count data will represent data as of effective date. Data will be pulled for the Year selected in the main toolbar

Extract Format CSV Effective Date 12/1/2016

Generate Extract

Select Calendars

Which calendar(s) would you like to include in the report?

list by school

- Carthage Elementary
- 15-16 Carthage Resd Elem
- 15-16 Carthage Elementary
- Carthage High School
- 15-16 Carthage High School
- Carthage Middle School
- 15-16 Carthage Middle School
- Harrisburg Home School

Click on this report

Extract format MUST be csv!

57

Below is a sample data file from Campus, several columns have been removed to be able to display here.

Make sure date column is **12/01/2020**, there are all zeros in the flagged column and no student has more than one enrollment record in the upload.

| A | B | C | D | E | F | G | H | I | J | K | L |
|----|---------------|-----------------|-----------|----------------------|--------|----------------------|------------|-----|-------|---------|---------------------|
| 1 | District Name | School Name | State ID | Student Name | Gender | State_Race_Ethnicity | Birthdate | Age | Grade | Flagged | Special_E/Occupatio |
| 2 | SomeWhereNSD | Lovely/Learning | 185205018 | Someone Here | F | WH | 04/01/2011 | 9 | 4 | 0 | 100 |
| 3 | SomeWhereNSD | Lovely/Learning | 185205018 | Another Student Name | M | WH | 08/04/2013 | 7 | 1 | 0 | 100 |
| 4 | SomeWhereNSD | Lovely/Learning | 185205018 | John DOE | M | WH | 05/22/2015 | 5 | KG | 1 | 100 |
| 5 | SomeWhereNSD | Lovely/Learning | 170200015 | MaryMary | M | WH | 06/20/2012 | 8 | 3 | 0 | 110 |
| 6 | SomeWhereNSD | Lovely/Learning | 183858637 | Becker, Paper | M | WH | 09/04/2013 | 7 | 1 | 0 | 110 |
| 7 | SomeWhereNSD | Lovely/Learning | 154296721 | Student Name1 | M | WH | 07/23/2009 | 11 | 5 | 0 | 100 |
| 8 | SomeWhereNSD | Lovely/Learning | 148598081 | Student Name2 | M | WH | 02/07/2011 | 9 | 4 | 0 | 110 |
| 9 | SomeWhereNSD | Lovely/Learning | 156992303 | Student Name3 | M | WH | 05/09/2011 | 9 | 4 | 0 | 100 |
| 10 | SomeWhereNSD | Lovely/Learning | 195453845 | Student Name4 | F | BL | 03/22/2011 | 9 | 4 | 0 | 110 |
| 11 | SomeWhereNSD | Lovely/Learning | 198115135 | Student Name5 | F | WH | 12/01/2013 | 7 | 1 | 0 | 100 |
| 12 | SomeWhereNSD | Lovely/Learning | 174450694 | Student Name6 | M | HI | 06/09/2014 | 6 | KG | 0 | 100 |
| 13 | SomeWhereNSD | Lovely/Learning | 175282388 | Student Name7 | M | WH | 12/15/2011 | 8 | 3 | 0 | 100 |
| 14 | SomeWhereNSD | Lovely/Learning | 181936281 | Student Name8 | F | WH | 08/22/2014 | 6 | KG | 0 | 100 |
| 15 | SomeWhereNSD | Lovely/Learning | 179440214 | Student Name9 | M | WH | 03/11/2013 | 7 | 2 | 0 | 100 |
| 16 | SomeWhereNSD | Lovely/Learning | 156472044 | Student Name10 | M | WH | 09/23/2009 | 11 | 5 | 0 | 100 |
| 17 | SomeWhereNSD | Lovely/Learning | 186550678 | Student Name11 | F | WH | 11/05/2014 | 6 | KG | 0 | 100 |
| 18 | SomeWhereNSD | Lovely/Learning | 179725082 | Student Name12 | M | WH | 12/04/2014 | 5 | KG | 1 | 100 |
| 19 | SomeWhereNSD | Lovely/Learning | 198984985 | Student Name13 | M | WH | 06/21/2011 | 9 | 4 | 0 | 100 |
| 20 | SomeWhereNSD | Lovely/Learning | 198700373 | Student Name14 | M | WH | 06/23/2013 | 7 | 1 | 0 | 100 |
| 21 | SomeWhereNSD | Lovely/Learning | 168360949 | Student Name15 | F | WH | 10/24/2013 | 7 | 1 | 0 | 100 |
| 22 | SomeWhereNSD | Lovely/Learning | 155211325 | Student Name16 | M | WH | 02/05/2012 | 8 | 3 | 0 | 110 |
| 23 | SomeWhereNSD | Lovely/Learning | 153212283 | Student Name17 | M | TR | 02/02/2010 | 10 | 5 | 0 | 100 |
| 24 | SomeWhereNSD | Lovely/Learning | 175981813 | Student Name18 | M | WH | 06/10/2013 | 7 | 2 | 0 | 100 |
| 25 | SomeWhereNSD | Lovely/Learning | 128388976 | Student Name19 | M | WH | 01/19/2010 | 10 | 5 | 0 | 100 |
| 26 | SomeWhereNSD | Lovely/Learning | 148056797 | Student Name20 | M | WH | 09/08/2009 | 11 | 5 | 0 | 100 |
| 27 | SomeWhereNSD | Lovely/Learning | 163453650 | Student Name21 | M | WH | 10/12/2014 | 6 | KG | 0 | 100 |
| 28 | SomeWhereNSD | Lovely/Learning | 186690671 | Student Name22 | F | WH | 04/02/2012 | 8 | 3 | 0 | 100 |
| 29 | SomeWhereNSD | Lovely/Learning | 165169200 | Student Name23 | M | TR | 12/09/2010 | 9 | 4 | 0 | 100 |
| 30 | SomeWhereNSD | Lovely/Learning | 130113843 | Student Name24 | M | WH | 09/14/2010 | 10 | 4 | 0 | 100 |
| 31 | SomeWhereNSD | Lovely/Learning | 193586403 | Student Name25 | F | WH | 02/03/2014 | 6 | 1 | 0 | 100 |
| 32 | SomeWhereNSD | Lovely/Learning | 17295228 | Student Name26 | F | TR | 03/20/2013 | 7 | 2 | 0 | 100 |
| 33 | SomeWhereNSD | Lovely/Learning | 205456673 | Student Name27 | M | WH | 09/06/2009 | 11 | 5 | 0 | 100 |
| 34 | SomeWhereNSD | Lovely/Learning | 204794171 | Student Name28 | M | WH | 10/06/2011 | 9 | 3 | 0 | 100 |
| 35 | SomeWhereNSD | Lovely/Learning | 142178219 | Student Name29 | M | WH | 11/04/2011 | 9 | 3 | 0 | 110 |
| 36 | SomeWhereNSD | Lovely/Learning | 185045656 | Student Name30 | M | WH | 03/04/2010 | 10 | 4 | 0 | 100 |

58

From DOE home page <http://www.doe.sd.gov/>
Click on the December Child Count banner.



<https://doe.sd.gov/ofm/data-childcount.aspx>

59

Access the database to upload data file, choose "Log-on to the Child Count Data Collection"



60

ENTER LOGIN AND PASSWORD, CLICK ON
SUBMIT.



unchpad 2013

Launchpad Applications for State of South Dakota

Logon Name:

User Password:

System is to be used by authorized personnel.
Usage is logged.

61

Click on DE64SEChild Count.....

Launchpad 2013

Last Logon: 11/13/2014 9:55:58 AM

Launchpad Applications for State of South Dakota

[Applications](#)

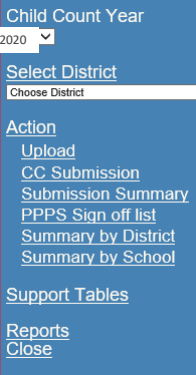
[Production Internet Applications](#)

[DE64SEChildCount](#)

[Change Password](#)

[About](#)

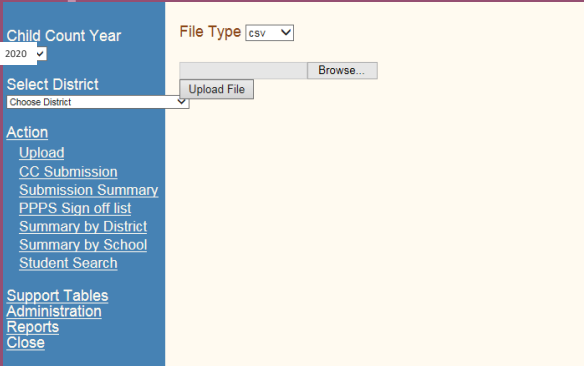
62



- You have now successfully logged into the data collection program!
- Select current child count year
- Select school district
 - If you are only associated with one district, only one will appear.
- Click on ACTION to get started
- Then click on UPLOAD

63

- Choose the appropriate file type; csv or excel (**you may only use Excel 2010, file ends with *.xlsx**). If choosing excel you must note the name of the worksheet that includes the data.
- Then click on Browse to find data file and finally Upload File.
- If the file has no errors, you will get a summary of the count of records and a button to IMPORT RECORDS.



The menu items: PPPS Students and PPPS Signoff will only be displayed if the district is required to submit parentally placed private school student data.

64

Note: On the below example we are uploading an excel file – the name of the worksheet is prism. If uploading a CSV file – no sheet name is required.

Child Count Upload

File Type

Sheet Name

C:\Users\Depr14748\Des

[View File Layout](#) [View Upload History](#)

Ready

65

Files with errors

- If the file has errors, it will not load
 - Each line will identify the student for which the error has been detected AND a short description of the type of error.
 - Fix the errors in Campus or if due to a multiple records for the same student fix the file before attempting another upload.

Child Count Upload

File Type

[View File Layout](#) [View Upload History](#)

| Record | Errors |
|--|------------------------------|
| Parkston 33-3 Elementary 777777777 student 7 F WH 03/02/2009 6 KG 1 315 0.67 C 550 2 33003 33003 12/01/2015 | This record has been flagged |
| Parkston 33-3 SPED Out of District Placement 10000000001 student 10 M WH 04/08/2008 7 1 0 100 0.67 C 505 97 33003 49317 12/01/2015 | State must be 8 or 9 digits |

Total number of rows read: 10

Number of rows with errors: 2

66

Below is the screen that will reflect a successful upload – you must click on Import Records to proceed.

Child Count Upload

File Type Excel

Sheet Name prism

Upload File Browse...

[View File Layout](#) [View Upload History](#)

Total number of rows read: 15
Number of rows with errors: 0

Import Records

67

Below is the submission signoff page – providing a summary count by LRE and primary disability. Sign here after reviewing and verifying your data.

December 2020 Child Count Totals by Category and Disability

Aberdeen DE-1

| Category | 600 Deaf-Blind | 605 Emotional Disturbance | 610 Cognitive Disability | 615 Hearing Loss | 625 Specific Learning Disability | 630 Multiple Disabilities | 635 Orthopedic Impairment | 640 Vision Loss |
|-----------------------------------|-------------------|------------------------------|-----------------------------|---------------------|-------------------------------------|------------------------------|------------------------------|--------------------|
| 100 - Gen Class w/ Modifications | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 110 - Resource Room | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 120 - Self-contained Classroom | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 130 - Separate Day School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 140 - Residential Facility | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 150 - Home/Hospital | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 610 - EC 10 hrs. in district | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 615 - EC 10 hrs. other location | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 625 - EC less 10 hrs in district | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 630 - EC less 10 hrs off location | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 635 - Home/Hospital | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 645 - Separate School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 655 - Residential Facility | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 665 - Home | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 675 - Service Provider Location | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Totals | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |

Totals by Disability

Totals by Category

Submitted By:

Title:

Date:

Submit Print

68

Options for Reviewing Data

Child Count Year
2020 ▼

Select District
Choose District

Action

- Upload
- CC Submission
- Submission Summary
- PPPS Sign off list
- Summary by District
- Summary by School

Support Tables

Reports

Close

- Menu item – Summary by District provides a count by disability for either the entire district or for a selected school
- Menu item – Summary by School provides an option to choose a school and view student data.

69

STUDENT LEVEL DATA

There are two options to review data for each student; click on student's name OR click on paper/pencil icon under column VIEW. This is "read only" access – you are not able to make any corrections. If a correction is needed, contact DOE.

Using this menu option you are able to expand by clicking on the + sign to see each student reported for that disability.

Child Count Summary

| School | | |
|--------------------------|------------------------------------|-------|
| Parkston Elementary - 02 | | |
| View | Student Disabilities | Total |
| | 500 - Deaf-Blind | 0 |
| | 505 - Emotional Disturbance | 0 |
| | 510 - Cognitive Disability | 0 |
| | 515 - Hearing Loss | 0 |
| | 525 - Specific Learning Disability | 2 |
| + | sample2, student | |
| + | sample3, student | |
| | 530 - Multiple Disabilities | 0 |
| | 535 - Orthopedic Impairment | 0 |
| | 540 - Vision Loss | 0 |
| | 545 - Deafness | 0 |
| | 550 - Speech/Lang Disorder | 0 |
| | 555 - Other Health Impaired | 0 |
| | 560 - Autism | 1 |
| + | sample1, student | |
| | 565 - Traumatic Brain Injury | 0 |
| | 570 - Dev. Delay | 1 |

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Report Options

Child Count Year

2020

Select District

Choose District

Action

[Upload](#)[CC Submission](#)[Submission Summary](#)[PPPS Sign off list](#)[Summary by District](#)[Summary by School](#)

Support Tables

[Reports](#)[Close](#)

Click on the Menu item – Reports
Select Report Group dropdown – District
Reports available:

- Child Count List - will need to click on OPEN at bottom of screen, this report is the same as the child count listing that you have received in previous years.
- Disability Report – will preload with data for all schools, all disabilities – however report may be filtered using parameters at the top of the screen for a selection of a school and/or disability (click View Report to update based on new parameters requested).
- Multiple Disability Report – will need to click on OPEN button at the bottom of the screen, this report provides a detailed review of the data for reported MD students and their funding level.

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Reports Continued:

- Child Count, by Age
 - Total Child Count reported by age 3 - 21
- Child Count, by Grade Level
 - Total Child Count reported by grade levels EC - 12
- Child Count: Ages 3 - 5
 - Total students ages 3 - 5, by education setting
- Child Count: Ages 6 - 21
 - Total students ages 6 - 21, by educational setting
- Disability Count Report
 - Total district count, by primary disability
- Private School Students (PPPS)
 - List of private school students for which services are not provided by the district.
 - List of private school students for which services ARE provided can be printed from the screen on which the district signs off.

72

Educational Settings, Grade vs Age, and Instructional Program reports Options for Reviewing Data

Child Count Year

2020

Select District

Choose District

Action

[Upload](#)[CC Submission](#)[Submission Summary](#)[PPPS Sign off list](#)[Summary by District](#)[Summary by School](#)

Support Tables

Reports

[Close](#)

DVR Reports: Education Setting & Grade vs Age

- DVR Ed Setting – includes any child reported for which the educational setting code may not be appropriate
- DVR Grade vs Age – includes any child for which the grade assignment reported is not typical for the age of the child

Summary by Instructional Program Type

- Provides a listing of all children and their reported instructional program type; this is a report your school business official may be interested in reviewing.

DE64SEChildCount Report Menu - [apps.sd.gov]

Report Group: District

| View | Name | Description |
|-------------------------------------|---------------------------------------|--|
| <input checked="" type="checkbox"/> | Autism Report | Lists students with a 560 disability |
| <input checked="" type="checkbox"/> | Child Count List | Child count list of a specific district separated by school |
| <input checked="" type="checkbox"/> | Child Count: Ages 3 - 5 | Child Count Ages 3 - 5 by Least Restrictive Environment |
| <input checked="" type="checkbox"/> | Child Count: Ages 6 - 21 | Child Count Ages 6 - 21 by Least Restrictive Environment |
| <input checked="" type="checkbox"/> | Child Count: By Age | Child Count break out by age |
| <input checked="" type="checkbox"/> | Child Count: By Grade | Child Count break out by grade |
| <input checked="" type="checkbox"/> | Disability Count Report | Lists counts by disability |
| <input checked="" type="checkbox"/> | Disability Report | Lists each student, filtered by School, and Disability |
| <input checked="" type="checkbox"/> | DVR Report: Ed Setting | List children reported outside of approved mapping |
| <input checked="" type="checkbox"/> | DVR Report: Grade Age | List Children reported outside of Age/Grade range |
| <input checked="" type="checkbox"/> | Multiple Disability | List of children with multiple disabilities and the funding levels from a specific district separated out by schools |
| <input checked="" type="checkbox"/> | Statistical Profile Report | Counts of Gender, Grade, Age, Ethnicity, and Ed Setting by Year, District, School, and Primary Disability |
| <input checked="" type="checkbox"/> | Summary by Instructional Program Type | List of Children by Instructional Program Type |

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Reports Continued.....

Statistical Profile Report – this report will preload with data for all schools, all disabilities – similar to the Disability Report you may select a school and/or disability. To view previous years data you must return to main menu bar and change year to any previous year.

School

ALL SCHOOLS

Primary Disability

ALL DISABILITIES

View Report

1 of 2

100%

Find & Reset

2014 STATISTICAL PROFILE SUMMARY

Primary Disability:

ALL DISABILITIES

District:

Parkston 33-3

School:

ALL SCHOOLS

Sort Code:

ALL SORT CODES

| Ethnicity | Count | Grade | Count | Ed Setting | Count | Age | Count | Gender | Count |
|------------------|-------|-------|-------|------------|-------|-----|-------|--------|-------|
| Asian | 2 | 1 | 1 | 100 | 10 | 4 | 1 | F | 5 |
| Black | 2 | 2 | 1 | 110 | 1 | 6 | 1 | M | 10 |
| Hispanic | 1 | 3 | 1 | 120 | 1 | 8 | 1 | | |
| Multiple Races | 3 | 4 | 3 | 130 | 1 | 9 | 1 | | |
| Native American | 2 | 5 | 1 | 140 | 1 | 10 | 4 | | |
| Pacific Islander | 2 | 6 | 1 | 315 | 1 | 12 | 1 | | |
| White | 3 | 8 | 2 | | | 13 | 1 | | |
| | | 9 | 1 | | | 14 | 1 | | |
| | | 10 | 1 | | | 15 | 1 | | |
| | | 12 | 2 | | | 16 | 1 | | |
| | | EC | 1 | | | 17 | 1 | | |
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PPPS (Parentally Placed in Private Schools) Data Collection

SE Child Count Production

Child Count Year
2020

Select District
Aberdeen 06-1

Action

- Final Certification
- Upload
- CC Submission
- PPPS Students
- PPPS Submission
- Submission Summary
- PPPS Sign off list
- Summary by District
- Summary by School
- Student Search

Support Tables

- Administration
- Reports
- Close

AFTER the Child Count data is submitted and the district has signed off --- then a district, if required, may upload or enter data for private school students. The menu item PPPS Students is one of the options available under "Action".

Click on PPPS Students

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ENTERING DATA FOR PRIVATE SCHOOL STUDENTS

- Districts that must submit data for (KG-12) private school students have three options:
 - Districts may indicate that they have no private school students to report
 - Click No, and then click SAVE
 - Proceed to PPPS Signoff, click on Submit after entering name and title
 - Districts may enter the data for their private school students
 - Indicate Yes, then click on Enter, Save & Continue
 - If the district has not yet finalized (signed off) on the child count upload – that must be completed first. An error message will display to remind you to sign off on the student child count.
 - If the district has signed off on the student child count, click on Save & Continue and Add.
 - Services Provided to this student? Yes or No
 - State ID of student – if reported yes to the first question the student MUST be included in your student child count and if reporting no the student should NOT be included in the student child count
 - If the services are provided (YES) and state ID is entered the name of the student should be displayed following the state ID data field and the birthdate should be entered for you.
 - Click on Insert
 - Continue to add all students in same manner
 - Districts may upload the data for their private school students
 - If the upload option is chosen, click Save & Continue
 - On following screen browse for data file of PPPS students and click on Upload File
 - Upload process is the same as student child count, browse, for file and if no errors are found click on Import

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Final Steps by DOE

1. When all districts have completed their data submission and submission of data signed off (by January 15, 2021), DOE will review before finalizing the data for federal reporting purposes.
2. With the assistance of BIT we will review data to ensure that all data is reflective of the data reported in your district INFINITE CAMPUS student data program.
3. All districts will be notified by email when all edits are complete.
4. As per ARSD 24:05:17:09 the district superintendent will complete a signoff for a final certification of the data reported by February 5th, 2021.

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Final Certification Signoff

Near the end of January all districts will be notified that final certification of the child count data submission may now be completed. All district superintendents will be required to log in, click on final certification menu item and enter their name and title and click print and submit. Final certification should be completed by February 5th, 2021.



SE Child Count Production

Child Count Year: 2020

Select District: Aberdeen 06-1

Action: **Final Certification**, Upload

December 2020 Child Count Certification

| Primary Disability | Count of Students |
|------------------------------|-------------------|
| Autism Spectrum Disorder | 1 |
| Cognitive Disability | 0 |
| Developmental Delay | 0 |
| Emotional Disturbance | 0 |
| Multiple Disabilities | 0 |
| Other Health Impaired | 0 |
| Specific Learning Disability | 0 |
| Speech/Language Disorder | 0 |

I declare and affirm that the child count reported by our district, as of December 1, 20th, is accurate and correct according to federal and state regulations and as referred to in ARSD, Chapter 24:05:17

Certified by:

Title:

Date Signed:

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Contacts or Questions?

- Informational & guidance documents regarding this data collection will be posted to the December Child Count webpage.

• <http://www.doe.sd.gov/ofm/data-childcount.aspx>

- Contacts:
 - For questions about appropriate data submission – contact your SEP regional representative
<https://doe.sd.gov/sped/documents/0720-SPEDreps.pdf>
 - For questions about how to enter data to Campus or extracting the data from Campus – contact Teri Jung, 773-8197
 - For questions about using the data submission program – contact either Susan Woodmansey, 773-4748 or Bobbi Leiferman, 773-5407